**Formative and Summative Assessment: Powerful Tools for Effective Teaching**

|  |  |
| --- | --- |
| **Summative Assessment** | **Formative Assessment** |
| **Definition:** Given periodically to determine at a particular point in time what students know and do not know.  **Examples:**   * State Assessments * District Benchmark or Interim Assessments * End of Unit or Chapter Tests * End of Term or Semester Exams * Scores that are used for accountability of schools (AYP) and students (report card grades) | **Definitions**: A systematic process to continuously gather evidence about learning. They are given throughout the instructional process to inform both teachers and students about students understanding at point when timely adjustment can be made.  Examples:   * On the fly: A teacher listening to a group discussion hears students expressing misconceptions about a concept she has been teaching. She changes the direction of her lesson to provide a quick “pop up” lesson to clear up the misconception be for proceeding with the planned lesson sequence * Planned for Interaction: Teachers plan the questions they will ask during the course of the lesson in order to enable students to explore ideas. The responses can elicit valuable assessment information. * Curriculum-Embedded Assessments: Exit passes, anecdotal notes, performance of assignments~anything that is part of regular classroom activity |

**\*** One distinction is to think of formative assessment as “practice.” We do not hold students accountable in “grade book fashion” for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning.